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ABSTRACT

This report gives an overview of the organization, scope, and content of the physical education and games program provided for children and youth in the primary, intermediate, and secondary schools of 48 countries. The report is a synthesis of information received in response to questionnaires sent to key individuals in each country. Information is included on the following subjects: (a) class organization, (b) time allotment, (c) content, (d) curriculum, and (e) facilities. This report also discusses, country by country, comments on major objectives or purposes of physical education, problems to be overcome, and significant and promising trends. A sample questionnaire is included. (Author/JS)

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FOREWORD

THIS SURVEY of physical education and games in the school curriculum is one of three studies[1] completed by the International Council on Health, Physical Education, and Recreation in 1963. The project resulted from concern expressed by Unesco and the World Confederation of Organizations of the Teaching Profession that comparative studies be made of the physical education curriculums in the various countries of the world. As envisioned, the project also was intended to assist in implementing resolutions which resulted from the 1960 WCOTP theme, "Child Health and the School." It was believed in the early stages, and corroborated in the course of the project, that ICHPER's close affiliation with general education, through WCOTP, would assist greatly in assessing the role of physical education and games in the total school curriculum.

This report synthesizes information received from 48 countries in response to questionnaires sent to key individuals in each country. Respondents, to whom we are profoundly grateful, included the ICHPER Executive Committee, officers of member associations, official members of ministries, specialists in teacher training institutions, and other interested and able professional educators. Their names appear on pages 52-57.

In addition to these respondents, we are indebted to others for their fine cooperation: ICHPER delegates to both the New Delhi and Stockholm Congresses, who assisted in refining the questionnaire; Harold K. Jack, United States of America, who served as project chairman with the assistance of Joseph B. Oxendine, both of Temple University; and Elsa Schneider, consultant to ICHPER, and Raymond A. Ciszek, of the American Association for Health, Physical Education, and Recreation staff, who compiled the manuscript for this report. We are particularly grateful to Unesco, which cooperated both with funds and with consultation.

While we realize that there may be omissions in this first compilation of information covering the role of physical education and games in the curriculum, we believe it can serve well as

[1] The others are: Teacher Training for Physical Education and The Status of Teachers of Physical Education.

a basis for study and comparison. It presents information which will help countries decide what portion of their programs should evolve from their particular culture and which activities can be appropriately adapted. It is with the hope of improving and enriching programs of physical education for children and youth everywhere, that ICHPER publishes the results of this research problem, as a part of its 1963 program of work, and looks forward, within the next three to five years, to conducting a follow-up study in this same area.

DOROTHY S. AINSWORTH
President, ICHPER

CARL A. TROESTER, JR.
Secretary General, ICHPER

PHYSICAL EDUCATION AND GAMES IN THE CURRICULUM

This part of the ICHPER Questionnaire Report gives an overview of the organization, scope, and content of the physical education and games program provided for children and youth in the primary, intermediate, and secondary schools of the 48 responding countries. Information is included on such details as class organization, time allotment, content, the curriculum, and facilities. School-supported out-of-school sports and games programs are described briefly. In addition, country by country comments are charted on major objectives or purposes of physical education, problems to be overcome, and significant and promising trends.

Analysis of the replies indicates that physical education is a regular part of the primary school program in 46 of the 48 responding countries, of the intermediate school program in 45 countries, and of the secondary school programs in 47 countries.

The chart beginning on page 3 reports information about the provisions for physical education and class organization in each country. In the primary school, boys and girls are taught together in the same classes all of the time in 17 of the 48 responding countries, and some of the time in 12 countries. Six countries reported that boys and girls are never taught in the same physical education classes at this level.

At the intermediate school level, boys and girls are taught together in the same classes all of the time in 16 countries and sometimes in 2 countries. Twenty countries reported that boys and girls are never taught together.

In the secondary schools, 31 countries indicated that boys and girls are never taught together in the same classes. In 8 countries boys and girls are taught together all of the time and in 4 countries, some of the time.

The chart on pages 6-8 reports information about physical performance examinations in the physical education programs at primary, intermediate, and secondary school levels. The majority of countries responding include these examinations in their programs. On the secondary school level, 31 countries report giving physical performance examinations. The number decreases to 21 for the intermediate level, and to 20 at the primary level.

Individual teachers have the responsibility for

the development of these examinations in most countries. In some, however, school authorities and governmental agencies develop the physical examinations.

Information about the use of a physical education syllabus is given in the chart beginning on page 9. Of the 48 countries reporting, 36 use a syllabus at the primary school level, 30 at the intermediate level, and 34 at the secondary school level.

School authorities are responsible for the development of the syllabus at the primary level in 8 countries, at the intermediate level in 7 countries, and at the secondary level in 9 countries. Governmental agencies are responsible for the syllabus at the primary level in 24 countries, at the intermediate level in 19 countries, and at the secondary level in 24 countries.

Beginning on page 12 is a chart listing the number of class periods and minutes devoted to teaching physical education. These vary greatly from country to country. The most common procedure is two periods per week in the primary and secondary school and three periods in the intermediate school. The range is from 1 to 8 periods and includes several combinations of periods.

At the primary school level, 90 minutes per week is reported most frequently, closely followed by 120 and 130 minutes. The three most often listed time periods at the intermediate school level are 120, 135, and 150 minutes. At the secondary school level 90, 120 and 180 minutes appear most frequently.

FACILITIES FOR PHYSICAL EDUCATION

The 48 countries reporting list a wide range of facilities that are available for the physical education and game curriculum. Some countries have extensive indoor and outdoor facilities while others report very limited facilities. Content of the program depends, of course, to a large degree upon the availability of adequate facilities.

Availability of school physical education facilities is listed on pages 15-17. Tabulated are gymnasiums, playrooms, all-weather-surface play areas, playing fields, and parks. The data shown indicate that secondary schools have more of the listed facilities than the primary or intermediate schools. Playfields, all-weather-surface areas, and gymnasiums are listed most frequently as the facilities available at all school levels. Slightly less than half of the countries reporting list playrooms as being available; most of these are used in the elementary schools. Parks or commons are used on a limited basis.

Information about swimming facilities, ski slopes, and the use of community facilities by the school was also requested in the questionnaire, but is not shown in tabular form. The most important results are the following.

School outdoor swimming facilities are used in physical education programs by 25 of the reporting countries. Twenty countries also have indoor swimming facilities. Reports indicated swimming facilities to be more available for secondary schools and nearly equally distributed at the primary and intermediate levels. In addition to use of school swimming facilities, 28 countries report the availability of community swimming facilities.

Ice rinks are reported available in 14 countries and ski slopes in 18. It was indicated that these were only found within certain regions of the countries.

A majority of the countries indicate the use of community facilities for the physical education program. The most common types of community facility used include playing fields and swimming facilities, followed by all-weather play areas, parks, ski slopes, gymnasiums, playrooms, and ice rinks.

SCHOOL PHYSICAL EDUCATION FACILITIES

Country	Gymnasiums			Playrooms			All-Weather-Surface Play Areas			Playing Fields			Parks		
	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.
Afghanistan	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Argentine Republic			Y			Y			Y			Y			
Austria	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	Y			
Belgium	Y	Y	Y	N	N	N				N	N	N			
Bolivia							Y		Y	Y		Y			
Brazil	Y	Y	Y	Y	Y	Y				Y	Y	Y	Y	Y	Y
Burma	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y			
Cambodia	N	N	N	N	N	N	N	N	N	Y	Y	Y	N	N	N
China, Republic of	N	N	N	Y	Y	Y	Y	Y	Y	N	N	N	Y	Y	Y
Colombia							Y	Y	Y						
Congo - Leopoldville	N	Y	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cyprus (Greek Community)	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			
Cyprus (Turkish Community)	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	N	N	N
Denmark	Y	Y	Y							Y	Y	Y			
Dominican Republic	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	N	N	N
Ecuador			Y				Y	Y	Y			Y	Y		
England	N	Y	Y	Y			Y	Y	Y	Y	Y	Y			
Finland	Y	Y	Y				Y	Y	Y	Y	Y	Y			
France	Y		Y			Y	Y		Y	Y		Y	Y		Y
Germany	Y	Y	Y	Y	Y	Y									
Greece	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	Y	Y	Y
Haiti										Y	Y	Y			

SCHOOL PHYSICAL EDUCATION FACILITIES (Cont.)

Country	Gymnasiums			Playrooms			All Weather Surface Play Areas			Playing Fields			Parks		
	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.
Iceland	Y		Y							Y	Y	Y			
India	N	N	N	N	N	N	Y	Y	Y						
Japan	Y	Y	Y	N	N	N				Y	Y	Y	N	N	N
Kenya							Y	Y	Y	Y	Y	Y			
Liberia							Y	Y	Y						
Luxembourg	Y			Y			Y		Y	Y	Y	Y	Y		
Malaya	N	N	Y	N	N	N	Y	N	Y	Y	Y	Y	N	N	N
Mexico										Y		Y	Y		Y
Morocco	N		N	Y					Y						
New Zealand	N	Y	N	N	N		Y	Y	Y	Y	Y	Y	Y	Y	Y
Nigeria	N	N	N	N	N	N	Y	Y	Y	N	N	N	N	N	N
Norway	Y	Y	Y	Y	Y	Y				Y	Y	Y	N	N	N
Panama	Y	Y	Y	Y							Y	Y			
Paraguay	N	N	N	N	N	N	N	N	N	N	N	N	Y	Y	Y
Peru			Y			Y									
Philippines				Y	Y		Y	Y	Y			Y			
South Africa	N	N	N				Y			Y	Y	Y	N	N	N
Spain	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y			
Sweden	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N
Switzerland *															
Thailand	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y	N	N	N

* In private schools the facilities vary. Generally the schools are provided with sports facilities.

SCHOOL PHYSICAL EDUCATION FACILITIES (Cont.)

Country	Gymnasiums			Playrooms			All Weather Surface Play Areas			Playing Fields			Parks		
	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.	Pri.	Int.	Sec.
Turkey			Y									Y			
United Arab Republic	N	N	Some	Y	Y	Y	Y	Y	Y	Some	Some	Y	N	N	N
United States of America	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Viet-Nam	N	N	N	N	Y	Y				Y	Y	Y	Y	Y	Y
Yugoslavia	N	N	Y	N	N	N	Y	Y	Y			Y			

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ICHPER Questionnaire Report Part I

Physical Education and Games

IN THE CURRICULUM

SP009 370

ICHPER

In cooperation with UNESCO
INTERNATIONAL COUNCIL ON HEALTH, PHYSICAL EDUCATION, AND RECREATION
1201 Sixteenth Street, N.W., Washington, D. C.

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TIME DEVOTED TO PHYSICAL EDUCATION (Cont.)

Country	Primary School		Intermediate School		Secondary School	
	Minutes per week	Classes per week	Minutes per week	Classes per week	Minutes per week	Classes per week
Iceland	80-120	2 - 3	80-160	2 - 4	135-180	3 - 4
India	120	5	120	4	120	1 - 4
Japan	45	3	45	3	50	Girls- 3 Boys - 5
Kenya	150	5	120	3	90	2
Liberia	120		240		240	
Luxembourg	90	2 - 3			60-120	1 - 2
Malaya	60	2 - 3	90	2	90	2
Mexico	50	2			50	2
Morocco	60	2			120-180	2
New Zealand	90	3	90	2	120	2
Nigeria	90	3	80	2	80	2
Norway	90	2	135	3	160	4
Panama	90	2	135	3	90	2
Paraguay	25	1	35	1	90	2
Peru	80	2	90	2	90	2
Philippines	20	1	40	2	80	2
South Africa	60	2	80	2	80	1 - 2
Spain	180	6	180	6	180	3
Sweden	150	2 - 3	135	3	135-150	3 - 4
Switzerland	150	3	150	3	150	3
Thailand	150	5	150	5	120	2
Turkey	80	2	40	1	45-50	1
United Arab Republic	160	4	135	3	100	2
United States of America	150	5	150	5	100	2
Viet-Nam	100	2	120	2	180	3
Yugoslavia	180	6	135	3	135	3

ACTIVITIES IN THE SCHOOL PROGRAM AND IN THE AFTER-SCHOOL PROGRAM

Beginning on page 19, a chart lists the physical education activities for the primary, intermediate, and secondary school for each of the responding countries. It is evident that a wide range of activities is provided at each level.

The chart indicates a progression in the activities through the various levels, with advanced activities being taught in the secondary schools. Gymnastics, rhythmic activities, games of low organization, and exercises dominate the primary school program. At the intermediate level, gymnastics, lead-up games, and the introduction to sports are most often reported. Activities listed for the secondary school level are of a highly organized nature. They include both team and individual sports. Gymnastics, track and field, and basketball are reported most often. In regions where facilities are available, skiing and skating are included in the program.

School-sponsored sports and games programs, conducted during out-of-school hours, are reported by 45 countries. A variety of activities is offered at each school level, as indicated in the brief country-by-country descriptions which begin on page 31.

Many of the countries state that the program at the primary school level is primarily composed of play and sport days. A few countries list both intramural and interschool activities. Several countries indicate that they prohibit, do not provide, or limit out-of-school programs at this level. More countries provide out-of-school hour programs of sports and games at the intermediate level than at the primary school level.

The largest number of programs is found at the secondary school level. A wide variety of activities is included, with an emphasis on team sports. At this level, some countries indicate separate programs for girls.

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM

Primary School	Intermediate School	Secondary School
	AFGHANISTAN	
Motor skills and posture, games skills, calisthenics and gymnastics, individual, small group and team games (relays begin in grade 3), athletics (track and field for boys begins in grade 3), lead-up games	Boys: gymnastics, swimming, soccer, basketball, hockey, handball, track and field, boxing, table tennis. Girls: gymnastics, basketball, volleyball, softball, table tennis	Boys: gymnastics, soccer, handball, basketball, volleyball, hockey, swimming, boxing, wrestling, weight lifting, skiing, tennis, track and field. Girls: gymnastics, basketball, volleyball, softball, badminton, tennis, table tennis
	ARGENTINE REPUBLIC*	
*The general direction of physical education is concerned only with secondary education.		Gymnastics, sports, games, dance, swimming, athletics, camping
	AUSTRIA	
Games; principal exercises of running, jumping, throwing; climbing; exercises for better coordination and posture	Games; principal exercises of running, jumping, throwing, climbing; wrestling; tumbling; swimming; skiing	Athletics, games, apparatus work and tumbling, swimming, skiing, skating, hiking, rhythmic dance
	BELGIUM	
Gymnastics and games	Gymnastics, games, swimming	Gymnastics, swimming, ball games, athletics (track and field)

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	BOLIVIA	
Educational gymnastics, games, rounds, running, dances, sports, athletics (track and field), hiking, folk dances, hygiene		Same program as for primary schools, varied according to age, physical development, and study load
	BRAZIL	
Recreational activities, games, songs, folk dances	Gymnastics with equipment, directed games, sports, introduction to sports, folk dance	General gymnastics, recreational sports, competitive sports (in accordance with age and sex), dance (especially for girls)
	BURMA	
Free-hand drills	Drills, basketball, and other games	Drills, basketball, volleyball
	CAMBODIA	
Folk dances, games	Introduction to sports	Introduction to sports
	CHINA, REPUBLIC OF	
Games, rhythmic activities, stunts, track and field, dodge ball, free-hand exercise, walking, and swimming (for 7-8 year-old pupils)	Games, rhythmic activities, stunts, track and field, softball, basketball, soccer, gymnastics, walking, swimming (for 9-12 year-old pupils)	Gymnastics and stunts; games; track and field, team sports: soccer, basketball, tennis, rugby, volleyball, baseball, softball, badminton; dance; self-defense activities (Chinese boxing, wrestling, judo, boxing, fencing, archery); water sports (swimming, diving, rowing, water skating, water polo, life saving, etc.)

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	COLOMBIA	
Games, rounds, child gymnastics, folk dances, rhythmics	Educational gymnastics, games, sports, folk dances, rhythmics	Educational gymnastics, rhythmics, games, folk dances, basketball, volleyball, soccer, track, softball, baseball
	CONGO - LEOPOLDVILLE	
Gymnastics, swimming, dances, games, rounds, football, track and field	Gymnastics, football, basketball, handball, volleyball, dances, athletics (track and field), weights, swimming	Gymnastics, basketball, football, handball, volleyball, dances, athletics (track and field), weights, swimming
	CYPRUS (GREEK COMMUNITY)	
Gymnastics, tumbling, folk dances, track and field, basketball, volleyball, soccer for boys	Gymnastics, tumbling, folk dances, track and field, basketball, volleyball, soccer for boys	Gymnastics, tumbling, folk dances, track and field, basketball, volleyball, soccer for boys
	CYPRUS (TURKISH COMMUNITY)	
Rhythmic exercises, games, folklore	Rhythmic exercises, games, folklore	Boys: Physical training exercises, football, volleyball, basketball, athletics (track and field), folklore. Girls: Rhythmic exercises for physical training, volleyball, handball, athletics (track and field), folklore

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	DENMARK	
Gymnastics, minor ball games, swimming	Gymnastics, games, track and field, swimming	Same as for intermediate schools
	DOMINICAN REPUBLIC	
Controlled and organized activities; general conditioning activities for posture; folk dances songs, and games; elementary acrobatic activities, games of low organization	Controlled and organized activities, formal activities for development and correction, recreational activities for self-testing and lead-up games, rhythmical and dance activities, sports activities, and fundamental dexterity	Controlled and organized activities, general conditioning activities, rhythmic activities, sports, gymnastics, track and field
	ECUADOR	
Free and organized games; gymnastics: natural activities, controlled activities, skill and dexterity tests, apparatus; sports: athletics, sport games; personal defense and swimming; rhythmics: ballet, dances, etc.; hiking and camping; health activities; personal safety; efficiency tests		The program is similar to that of the primary schools.
	ENGLAND	
Dance, gymnastics with apparatus, netball, basketball, boxing, soccer, rugby, hockey, cricket, lacrosse, track and field, tennis		The program is similar to that of the primary schools.

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	FINLAND	
Gymnastics, including apparatus; track and field; ball games; skating; skiing	The same as for the primary schools with the addition of orienteering by compass and folk dancing for girls	The same as for intermediate schools plus folk dances
	FRANCE	
Posture gymnastics, functional gymnastics and natural exercises, exercises leading up to sports, team sports, games, track and field		A similar program with the addition of rhythmics (girls), and swimming (now compulsory for baccalaureat)
	GERMANY	
Gymnastics (free movement, with hand apparatus, on apparatus, and tumbling); games, running, jumping, and throwing; swimming	Gymnastics (free movement, with hand apparatus, on apparatus, tumbling); basketball; volleyball; soccer (for boys); swimming, track and field (running, jumping, throwing)	Gymnastics (free movement, tumbling, gymnastics with hand apparatus and on apparatus); games (volleyball, basketball; soccer for boys); track and field (running, jumping, throwing); swimming. Sometimes rowing, skiing, hiking, ice skating.
	GREECE	
Gymnastics, folk dancing, group games involving lots of running, and apparatus for little children. For children over eight years old, there are also track and field events.	Gymnastics, folk dancing, track and field events, sports	The program is separated into four equal parts as follows: gymnastics, track and field events, sports, and folk dancing.

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	HAITI	
Walking, calisthenics, games, introduction to track and field, soccer		Physical exercises, team sports, track and field, rhythmics, calisthenics, volleyball, soccer
	ICELAND	
Gymnastics, rhythmic exercises, games, swimming	The same, with the addition of skiing and ball games	Same activities as in intermediate school, with the addition of athletics and soccer for boys, and basketball and soccer-handball for both boys and girls
	INDIA	
Simple calisthenics, story plays, imitations, singing games, stunts, minor games	Calisthenics, marching and drills, rhythmic activities, minor games, relays, lead-up games, gymnastics, major games, track and field, combatives	Same activities as in intermediate schools, at higher levels; program depends on facilities.
	JAPAN	
Calisthenics, apparatus, track and field, ball games, rhythmic activities, others	The same activities, plus combatives for boys, swimming, and dance for girls; ball games: volleyball, basketball, soccer, and softball are offered in junior high schools, in different proportions of the total time	Similar to program in junior high schools, in varying proportions

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	KENYA	
Physical education exercises and skills, plus games of all kinds	Physical education exercises and skills, plus games of all kinds	Physical education exercises and skills, plus games of all kinds
	LIBERIA	
Circle and rhythmic games, indigenous dances	Conditioning exercises, games and stunts, higher organized activities	Conditioning exercises, games and stunts, gymnastics, organized activities
	LUXEMBOURG	
Corrective and natural exercises, games	Corrective exercises, group and natural exercises, games, introduction to sports	Posture exercises, natural exercises, preparatory exercises, introduction to sports, rhythmics for girls, games
	MALAYA	
Individual and partner activities (stunts); basic running, jumping, throwing and climbing activities; basic skills of minor games, games of low organization, races; rhythmics and folk dances	Individual and partner activities for endurance, strength, and mobility; basic skill training and participation in track and field, major games, and gymnastics; swimming in a few schools; outdoor activities; rhythmics and folk dancing for girls. Major games in the physical education program include, for boys: soccer, cricket, field hockey, rugby, basketball, volleyball, badminton, softball, table tennis, tennis in a few schools, sepak	Same program as for intermediate schools

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	MALAYA (Cont.)	
	raga, of local origin; for girls: field hockey, netball, basketball, volleyball, badminton, softball, table tennis	
	MEXICO	
Boys: exercises, low organization games, marching, gymnastics, recreational games. Girls: exercises, low organization games, recreative gymnastics, folk dance, recreational games	Boys: exercises, recreational games, camping, soccer, swimming, baseball, softball, gymnastics. Girls: exercises, rhythmic gymnastics, dance, volleyball, softball.	Boys: exercises, gymnastics, camping, track and field, volleyball, soccer, baseball, softball, swimming Girls: exercises, gymnastics, dance, track and field, volleyball, softball, swimming
	MOROCCO	
General physical education, with neuro-motor basis games		General physical education, constructive gymnastics, functional developmental exercises, ropes, team sports: football, basketball, volleyball
	NEW ZEALAND	
Track and field, gymnastics, games, dance, swimming	Same	Same
	NIGERIA	
Free activities involving the use of different parts of the body	More specific skills, e.g., vaulting, jumping, etc.	More advanced skills than in the intermediate school, leading up to sports

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	NORWAY	
Gymnastics, tumbling, ball games, skiing, skating, track and field, soccer, handball, basketball, swimming, orienteering, folk dance, rhythmic activities. Everything is presented and arranged in a simple way, mostly as games.	The same program but more advanced than primary	The same program as for primary and intermediate, but more advanced, according to age
	PANAMA	
Group games and rounds	Educational gymnastics, organized games and sports	Same as for intermediate schools
	PARAGUAY	
Gymnastic exercises, simple games, rhythmics, hygiene and personal health, hiking	Same as for primary schools, with the addition of dances and introduction to sports	Gymnastic exercises, soccer, swimming, volleyball, basketball, track and field, Scout movement
	PERU	
Games, folk dances, gymnastics, sports	Gymnastics, sports, and dances	Gymnastics and sports
	PHILIPPINES	
Simple free-hand exercises, native folk dances, simple games, seasonal games, rhythmic activities	Rhythmic activities, recreational games, simple team games, native folk dances	Team games (softball, volleyball, baseball, basketball), gymnastics, track and field, dance, native games

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	SOUTH AFRICA	
Varied movement activities including free functional movements, some apparatus work, use of hand apparatus, game skill development, informal games, some folk dances, some rhythmic work for girls.	Same as for secondary schools. We have very few separate intermediate schools.	Gymnastic activities (fewer free standing exercises for girls); game skill activities; informal games not used for extramural competition (e.g. Danish lang-ball, volleyball); some track and field activities (more for boys); some swimming, if pool is available. For girls only: folk dancing, rhythmic gymnastics in some areas, and modern educational dance in other areas
	SPAIN	
Educational gymnastics, rhythmics, games, walks and hiking, beginning swimming	Educational gymnastics, rhythmics, walks, hiking, games and sports, ability testing	Educational gymnastics, rhythmics, walks and hiking, games and sports, ability testing, folk dance
	SWEDEN	
Folk dance, games of low organization, rhythms, winter activities	Gymnastics, games, ball games, dancing, track and field, swimming, orienteering, skating, skiing	Gymnastics, games, dancing, skating, ball games, swimming, orienteering, skiing
	SWITZERLAND	
Free exercises (calisthenics); ball, rope, jump, and running exercises; apparatus gymnastics; swimming	Free exercises (calisthenics), apparatus gymnastics, games, track and field, swimming	Same program as for intermediate schools plus exercises in the terrain, cross-country racing, wandering, skiing, skating. For boys in higher classes, boxing and wrestling

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	THAILAND	
Self-testing activities, rhythmic activities, games of low organization, and lead-up games	Basketball, track, and activities offered in primary schools	Lead-up games, individual sports, track and field, water sports, dance, soccer, basketball, native games, activities of self-defense, volleyball, badminton, tumbling stunts
	TURKEY	
Gymnastics, plays, games	Gymnastics, games, folk dances	Gymnastics, games, folk dances, sports (such as volleyball, basketball, tennis)
	UNITED ARAB REPUBLIC	
Motion stories, game-like exercises, minor games with and without apparatus, major games with simplified rules (races, field handball, basketball, volleyball, soccer)	Continuation of primary programs with more emphasis on major games. Competition on small scale and activities of rhythmic type for girls.	Fundamentals of major games, gymnastics, body-building and recreational activities. Sports include: soccer, hockey, swimming, basketball, volleyball, field handball, track and field, wrestling, boxing, tennis, table tennis, squash, fencing, cycling. For girls, in addition to some of these: netball, dancing.

ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAM (Cont.)

Primary School	Intermediate School	Secondary School
	UNITED STATES OF AMERICA	
Games of low organization, rhythms, dance, fundamental movements (running, jumping, etc.), creative activities, tumbling stunts, self-testing activities, water activities	Boys: Lead-up games, tumbling, relays, dance, calisthenics, self-testing activities, swimming, fundamentals of softball, basketball, volleyball, track and field. Girls: Rhythms, folk and square dance, lead-up games, tumbling and stunts, relays, self-testing activities, swimming.	Boys: Conditioning exercises, folk and square dance, social dance, physical fitness test, stunts and tumbling, combatives, gymnastics, basketball, soccer, touch football, softball, volleyball, track and field, swimming, tennis, golf, bowling, badminton. Girls: Physical fitness tests, rhythms, social dance, modern dance, body mechanics, stunts and tumbling, basketball, speedball, field hockey, softball, volleyball, track and field, swimming, tennis, golf, bowling, badminton.
	VIET-NAM	
Calisthenics, rhythmic exercises, games	Calisthenics, rhythmic exercises, games, track and field	Calisthenics, track and field, sports, body-building
	YUGOSLAVIA	
Obligatory general physical education; physical education as an elementary program includes camping and recreational activities.	Same program as for primary schools, adding a program elected by students for physical education.	The same program as for intermediate school

SPORTS AND GAMES PROGRAM SPONSORED BY THE SCHOOLS OUTSIDE OF SCHOOL HOURS

AFGHANISTAN. Boys: two hours daily after school, 7th grade up: soccer, volleyball, basketball, handball, hockey, track and field, boxing, wrestling, weight lifting, swimming, tennis, table tennis, badminton, and skiing. Girls: six hours per week, 7th grade up; basketball, volleyball, badminton, table tennis. Interschool activities are also carried on after school. A sports club is conducted by the Department of Physical Education for boys grades 9-12, after school and evenings. Activities are: boxing, wrestling, weight lifting, gymnastics on apparatus (ropes, horses, bars, ladders, rings), and tumbling. Basketball and volleyball are also played in the indoor club building.

ARGENTINE REPUBLIC. The secondary school program is conducted by the physical education department. As a rule, the sports program is as follows. Girls: handball, volleyball, athletics (track and field), hockey, swimming. Boys: basketball, soccer, swimming, athletics (track and field), rugby, softball, volleyball. Interschool competitions are organized over weekends during the school year by physical education departments. The school clubs involve more than 200,000 students from all over the Republic.

AUSTRIA. The sports programs outside of schools are organized and sponsored by clubs. There are almost no extra-curricular sports under school sponsorship.

BELGIUM. School teams are organized around the teacher's specialty.

BOLIVIA. Competitions and championships are conducted in basic athletics, sports, dances and rounds in primary schools. There are championships in sports, athletics, (track and field), and gymnastics and hiking and mountaineering up to the snow areas of the Andes. Boy Scouts and Girl Guides.

BRAZIL. In general, programs organized outside of school are privately managed (clubs), factories, etc.); there are also government sponsored activities of non-compulsory character.

BURMA. Only a few activities are offered: basketball, volleyball, at intermediate level. Most of the after-school programs are sponsored by the National Fitness Council; they have a keep-fit class for boys and girls and weight training, gymnastics, boxing, judo, swimming, chinlon and ball clubs. Participation is open to all school levels.

CAMBODIA. As a rule, sports are practiced after the afternoon class. There are interclass competitions, regional, provincial, and national championships. In primary and intermediate schools, games are organized by physical education and sport instructors, often during non-school days, especially Thursdays and Sundays.

CHINA, REPUBLIC OF. Primary and intermediate schools: athletic meet held annually; group competition in sports four or five times a year; outdoor activities (such as mountain climbing, hiking, travelling, camping, etc.; annual play days. Secondary schools: the extra-curricular program of physical activity is carried out daily. If facilities are not sufficient, the students are divided into groups and rotate every other day. Attendance record is carefully kept. Also, school athletic meets are held once a year, sports contests several times each year, and outings often. Physical education demonstrations are given annually.

COLOMBIA. Yearly, there are interclass, interschool, and intercollege competitions in each community for intermediate schools, in soccer, basketball, volleyball, athletics (track and field). For secondary schools, competitions are in basketball, volleyball, soccer, athletics (track and field), tennis, table tennis, and swimming.

CONGO - LEOPOLDVILLE. Activities include football (soccer), games, hikes, and camping during holidays. A few pupils in intermediate and secondary schools are members of the Football National Team. Sometimes, interschool competitions are organized.

CYPRUS (GREEK COMMUNITY). Some have sports clubs where pupils meet and play each other for recreation. There are interschool meets and annual athletic meets (area, district, all island). The secondary schools have the same and also afternoon sports programs.

CYPRUS (TURKISH COMMUNITY). In elementary schools, games, folklore, and the like are organized on Wednesday afternoons. In secondary schools, competitive team games are organized twice a week in the afternoons.

DENMARK. Most schools arrange voluntary participation in physical education in the same activities carried on during school hours. Competitions with other schools are arranged.

DOMINICAN REPUBLIC. Organized sports programs include basketball, volleyball, baseball, softball, passball, and eliminatory ball.

ECUADOR. There are intramural and interschool competitions, the year around, in volleyball, basketball, swimming, and athletics (track, jumping, and throwing). Programs are controlled in primary schools by provincial and cantonal inspectors of physical education and in secondary schools by student sports committees. The general standards for sports competitions are established by the Direction of Physical Education.

ENGLAND. Primary schools sponsor games and sports, mostly within school hours although there are some league matches arranged by groups of teachers in a few areas. At secondary level, matches are played on Saturdays and many extra practices are arranged after school. Some boys play in league matches organized by schools in the area. Individual children and classes enter swimming and athletic sports events arranged by schools in the area.

FINLAND. All levels have their own voluntary leagues. Awards are given in gymnastics, swimming, skating, skiing, track and field. Courses are held every year during vacation time. Competitions are carried on in each field at all levels, first for the districts and then for the whole country. Participants in the latter include the winners of large group competitions and pupils who have made the best personal records. Activities include track and field, gymnastics and apparatus, basketball, baseball soccer, skating, and skiing.

FRANCE. The Sports Union of Primary Education organizes games in order to stimulate participation while avoiding

prematurely introduced competition. In secondary schools and universities the Sport and University Association, headed by especially appointed physical education teachers, has the task of organizing sports activities, e.g. team sports, athletics (track and field), cross-country, judo, and wrestling.

GERMANY. There are school clubs for swimming, rowing, games, gymnastics, and workshops for special competitions or school teams.

GREECE. Teams are organized in basketball, handball, soccer, volleyball, etc. Free play is encouraged. Excursions are arranged.

HAITI. Soccer, volleyball, and basketball are offered.

ICELAND. The schools do little for pupils outside of school hours. Sometimes schools sponsor gymnastics, swimming meets, and basketball, soccer-handball games.

INDIA. For primary schools very little is provided. The intermediate and secondary school programs depend on facilities and leadership. After school games, intramurals, and inter-institutional matches are arranged where practicable.

JAPAN. Regulations concerning interscholastic athletics are set by the Ministry of Education: interschool athletics are prohibited in elementary school, and intramural programs are emphasized. Interschool athletics are limited to one or two prefectures at junior high school level. There is only one nationwide inter-senior high school competition.

KENYA. Every school has an out-of-doors program consisting of dance and school games including soccer, volleyball, netball, rounders, and some hockey.

LUXEMBOURG. In primary schools, the organized program includes small and big games, sports and nature walks; in secondary schools, major individual and collective sports. The Ligue des Associations Sportives Estudiantines Luxembourgeoises (LASEL) provides facilities for 13 different sports.

MALAYA. Individual schools run intramurals in sports, games, and track and field in all classes. Pupils are grouped into "houses" and competition is based on "divisions" classified according to age groups. At the state level, the State Schools Sports Councils organize a comprehensive program of sports and games for boys and girls. The Federation of Malaya Schools Sports Council controls and organizes school competition at national and international levels.

MEXICO. There is no regular school-sponsored program, but optional programs are offered for the young. Participation in sport associations or isolated clubs is on a voluntary basis.

MOROCCO. There are no organized sports outside of school hours.

NEW ZEALAND. Primary and intermediate levels offer interschool games and a little camping. At post-primary level, there are interschool and interclub games, track and field meets, etc.

NIGERIA. No sports and games programs have been organized for boys and girls in the primary schools but recently a park has been opened in the Empu to which children can go and play in the mornings and evenings. In the intermediate and secondary schools, games and sports are organized. These include the following sports: track and field, soccer, netball, lawn tennis, table tennis, volleyball, hockey, cricket.

NORWAY. Activity outside of school is sponsored and organized by private clubs. They arrange competitions in gymnastics, ball games, orienteering, skiing, skating, etc. for intermediate and secondary schools, seldom for the primary schools. The competitions are arranged more often for boys than girls.

PANAMA. There are local competitions, interschool competitions within a District, and interschool competitions nationally. Activities, depending on age, weight, and height, include: basketball, athletics (track and field), volleyball, swimming, football, fencing, table tennis, baseball, and softball.

PARAGUAY. Every year the Ministry of Education organizes a school (intermediate) and intercollege championship, which includes sports found in the program of physical education.

PERU. Such programs do not exist. They are organized during school hours, in conformity with the pronounced intellectual tendency of the curriculum.

PHILIPPINES. There is no program at the primary school level. In the intermediate schools, some relays are offered. In secondary schools, if the boys and girls are good enough they take part in interschool, interprovincial, interregion, and national meets in baseball, basketball, volleyball (boys and girls), track and field (boys and girls), sipa, soccer, and sometimes swimming.

SOUTH AFRICA. Comparatively speaking, this is the best part of the program (sometimes lack of educational objectives - stress competition for few).
Primary School: swimming (if pool), tenissette, track and field (jumps only), netball (girls), rugby (boys). There are only a few specialists and teachers, and other staff members assist. Participation is not compulsory. Extramural competition is limited.
Secondary School: swimming, tennis, track and field, some gymnastics; girls - netball, hockey; boys - rugby, cricket. Specialists are usually responsible for organization, and the teachers assist. It is not compulsory (some exceptions). There is strong interschool competition, and sometimes not enough stress on general participation.

SPAIN. Activities include championship gymnastics, volleyball, basketball; swimming; walks and hikes; rest camps during holidays.

SWEDEN. Outside the school there are a great many related organizations for gymnastics and sports. Most schools have their own sports clubs and many possibilities for voluntary sports and gymnastics outside the time-table.

SWITZERLAND. There are no mandatory regulations regarding a sports program outside of school hours. Most Cantons have a game or excursion afternoon as part of the school program in summer; ski afternoons are held during winter months. Outside clubs exist for secondary school pupils.

THAILAND. The program sponsored and conducted by school personnel is organized into extracurricular activities and intramural and interscholastic competitions. The program is more highly organized for secondary schools.

TURKEY. There are no regular outside-of-school activities for primary schools. Boy Scout and Brownie organizations begin in intermediate schools. Competitive activities include athletics, basketball, volleyball for boys and girls age 12-15,and soccer and wrestling for boys only, age 15-18. There are weekend excursions in the vicinity for all age levels and semester vacation excursions all over Turkey for secondary schools. In boarding secondary and vocational schools, summer camps at seashores, and boys' and girls' Scout camps are offered.

UNITED ARAB REPUBLIC. Primary schools: limited intramurals, some sports days. Intermediate: limited school competitions, more sports days. Secondary: more interscholastics; some events on a national basis.

UNITED STATES OF AMERICA. In many instances the program is available to all pupils beginning in the upper elementary grades. Intramurals for all and interscholastics for the more able are encouraged. At the school, college, university levels more programs are provided for boys than for girls. The programs are broad and include a great variety of activities. Students assist in planning and conducting many out-of-school programs.

VIET-NAM. No program is offered for primary and intermediate schools, not often for secondary schools. There is a national student track and field and sports meet once a year, and occasional interschool meets.

YUGOSLAVIA. Sports offered include: soccer, handball, basketball, volleyball, track and field, gymnastics, apparatus, folklore, dances, skiing, swimming.

OBJECTIVES, PROBLEMS, TRENDS

Country by country comments on three important questions are charted on the following pages. Listings of the major objectives or purposes of physical education for each country begin on page 37. Statements about the major problems to be overcome in physical education, if programs are to be improved, are given on pages 42-46. Brief descriptions of the two or three most significant trends in physical education in each country appear on pages 47-51.

The five most frequently listed objectives of physical education are, in order, physical development; health; mental development; social development; moral development. Many other objectives are listed by a few countries; there are considerable differences in the ways in which the purposes are expressed.

The questionnaire asked respondents to specify differences in objectives for the primary, intermediate, and secondary schools. Replies indicate that almost no differentiation is made; a few countries mentioned progression of activities.

Among the major problems reported, the two most often mentioned are the need for staff and the need for facilities; these two problems were listed by approximately 62 percent of the respondents. The need for more equipment, more financial assistance, and a better public understanding of physical education are among other major problems often listed.

The significant trends in physical education vary greatly from country to country. The trend most often reported is the increased teaching of games and sports in the program of physical education.

MAJOR OBJECTIVES OF PHYSICAL EDUCATION

AFGHANISTAN. To develop the individual physically, mentally, emotionally, and socially; to develop a sense of responsibility and discipline, cooperation and sportsmanship, good health and safety, and ability to work as a member of a group and the community. The curriculum of physical education is planned for continuity and progression (of content and method) from simple to complex activities, appropriate to meeting the needs of each age and grade level.

ARGENTINE REPUBLIC. To standardize physical education in secondary schools to achieve unity and coherence; to ensure the unity, continuity, and progression of educational activity despite diversity of teachers; to ensure maximum results from the efforts of the teachers; to establish links between physical education and the other disciplines; to ensure the effective application of a minimum program.

AUSTRIA. The best possible health and ability for all participants through a great variety of exercises; the development of qualities such as sociability, endurance, courage, fairness, and an appreciation for nature; education for good form and posture in keeping with the biological structure. These objectives are the same for all levels. Methods differ according to age.

BELGIUM. For children and teen-agers: posture correction, body development, development of dexterity, hygiene and health.

BOLIVIA. To develop the mind and the body; to form habits of conservation and improvement of health; to orient physical education toward moral, aesthetic, and social aims, cultivating the mind, the body, democratic conduct, loyalty, cooperation, and appreciation of national traditions; to develop techniques of individual and collective safety; to rectify habits and behavior patterns which are socially undesirable; to prepare the individual to work and to defend his country.

BRAZIL. The general objectives aim at giving the pupils a sense of complete education through the practice of gymnastics and sports, according to pedagogical and biological standards. The purpose is not to train a champion. The main purpose is to help the individual develop a harmonious body and good health, so that he may become a useful citizen.

BURMA. To contribute to the social and moral development of the pupils; to develop physical fitness; to help children become better citizens; to aid in promoting good health.

CAMBODIA. To develop a healthy, harmonious body and mind; to develop in the young a love for beauty; to develop a community spirit and feeling for sports.

CHINA, REPUBLIC OF. Primary schools: to stimulate children's growth and development, both physically and mentally; to cultivate children's love and interest in music; to develop their ability and interest in games and sports; to teach or cultivate essential habits; to teach or cultivate good living habits, as individuals and as members of a group.
Intermediate and upper grades: to strengthen children's physical being; to teach children fundamental methods and ability in bodily activities; to enrich children's

recreative life; to increase children's knowledge and habits in health; to teach children to live and play happily in groups.
Junior secondary schools (13-15): to develop vitality in order to have a well-developed body through sports and athletics; to cultivate a love for sports in order to establish a solid foundation for sound living; to develop characteristics of fair play, rules-observing obedience, reliability, responsibility, mutal assistance, and cooperative spirit, through competitive sports and athletics; to train in the fundamental skills of sports and athletics, to improve the ability of self-defense and safety, and to be fit.
Senior high schools (16-18): to develop vitality and promote healthy and well-balanced development by means of sports and athletics; to cultivate national morals and the spirit of cooperation through sports and contests; to develop the love of sports and cultivate sound physical and mental health in order to establish a solid foundation for a happy and healthful life; to develop skill and ability in sports, in order to increase physical efficiency in self-defense.

COLOMBIA. Secondary schools: to develop will power, initiative, courage, self-responsibility, moral and esthetic judgment; to encourage harmonious body development, posture, balance, and precision; to build elasticity, speed, strength, and physical ability.

CONGO - LEOPOLDVILLE. To achieve sound body development; to balance bad working conditions in classrooms; to develop community spirit; to contribute to character training, through discipline, self-control, and fair play.

CYPRUS (GREEK COMMUNITY). To encourage good physical growth; the acquisition of hygienic habits, bodily skills, and abilities; power, will, agility, courage, endurance, sportsmanship; cleanliness, democratic living, obedience to laws, team spirit, social living, self-respect, personality; to foster love for outdoor living; to learn to be a good athlete and/or spectator.

CYPRUS (TURKISH COMMUNITY). Elementary schools: teamwork; discipline; leadership; improvement of the children's mental and physical abilities. Secondary schools: teamwork; discipline; leadership.

DENMARK. To help pupils become fit and to give them hygienic habits; to teach children the importance of keeping the body fit and using it properly so that they will be stimulated to continue with physical education and outdoor activities when they leave school; to improve children's mental health by helping them enjoy bodily activity; to develop cooperation, self-discipline, sense of order, initiative, and independence.

DOMINICAN REPUBLIC. To aid the physical, social, moral, and recreational development of students.

ECUADOR. Improvement of health; body growth; movement training; acquisition and improvement of neuromuscular proficiency; increase in organic and muscular resistance; formation of personality and character; development of intelligence, will power, and efficiency; improvement of human types and formation of social beings.

ENGLAND: Ability to think and act on own initiative as well as to respond to external demands (self-discipline);

self-confidence, courage, endurance; creative ability; understanding of movement and the training of bodily skills.

FINLAND. Physical fitness by exercises suitable for sex and age; good health through movement including outdoor activities; hygienic habits for keeping body, clothes, and environment clean; mental alertness to meet difficulties in life; responsibility in work and duties plus the power and desire to work; joy in play and work.

FRANCE. Basic physical education helps ensure health and aims at harmonious development. While testing intelligence, physical and sports activities stimulate judgment, accuracy, and initiative. Sports have a considerable moral influence, because they place emphasis on self-confidence, effort, and team work. Sports are essential to a complete education.

GERMANY. Team spirit and eagerness for participation; self-awareness, strength, flexibility, endurance, and fitness; a sense of movement, developed through techniques and skills; creativity and imagination through games, dance, and rhythmics; spontaneity and initiative in individual tasks and group work.

GREECE. To develop emotional stability, physical skills and ability, character, good posture, and recreational interests and skills.

HAITI. To develop physical abilities and to learn how to relax.

ICELAND. To learn many kinds of sports so pupils can take part in the sports as adults; to develop recreational skills which will help meet the demand of increased work in factories and offices.

INDIA. Development of the individual's personality, abilities, skills, and character; physical fitness; recreational attitudes and abilities.

JAPAN. To develop fundamental physical ability and to promote the wholesome development of mind and body through adequate physical exercise; to cultivate the ability and attitude for enriching one's life and to improve skill through physical activities; to improve the ability in and attitude toward play with consideration for health, and safety conditions; to foster ability and attitudes for healthful living; to cultivate the ability and desire to cooperate with others, to take responsibility, to follow rules, and to acquire habits necessary for social life.

KENYA. To develop skills in games, athletics, and gymnastics; to achieve good posture in standing, sitting, walking, running, and vaulting; to increase enjoyment, mobility, and strength.

LUXEMBOURG. Better health; neuromotor skills and adaptability; moral training; education and health.

MALAYA. To provide for the normal development and growth of pupils through enjoyable activities; to physically educate pupils so that they will ultimately learn to use leisure worthily; to develop in pupils desirable attitudes and character traits through a program of

individual and team sports and outdoor activities; to inculcate in pupils the desire for joyful participation in all forms of physical activities and for the zest of living in the out-of-doors.

MEXICO. Harmonious and balanced development of the human body; development of physical, intellectual, and moral abilities; training of the individual to make maximum efforts and to behave

MOROCCO. Primary schools: to develop neuromotor movements and to bring the students together. Secondary schools: to develop good health, bodily functions, and improved quality of muscles and strength.

NEW ZEALAND. To help children to grow into mature, poised, and responsible people through physical activity; to provide recreational skills; to help children become physically fit and aware of the importance of such fitness throughout life.

NIGERIA. Physical, mental, social, and individual development.

NORWAY. The aim is not to achieve the greatest possible skill in various sports but to attain and develop full knowledge of the human body. The different activities are considered more as instruments or tools by means of which one is able to reach the required standard. This is the great difference between the [illegible] coach and that of a teacher in physical education.

PANAMA. To develop adolescents physically, mentally, and morally; to develop the pupils fully, in close cooperation with the other disciplines; to inculcate health habits; to train citizens with a sense of responsibility and social solidarity; to give habits of personal hygiene and healthy life through the practice of gymnastics, sports, outdoor activities, recreation, etc.; to develop neuro-physico-motor coordination through rhythmics, thus favoring beauty of movements and postures. Physical education is a recreational activity which stimulates the physical and psychological interests in the pupils; however, it is also an activity which trains the personality of the pupils in accordance with physical and moral standards.

PARAGUAY. Maximum development of the individual, particularly neuro-muscular development, through physical activities which facilitate mastery of basic abilities such as speed, dexterity, strength, and resistance, and which contribute to normal functioning of the organs; formation of good health habits; intellectual development through activities and experiences; development of sportsmanship both in victory and defeat; understanding and respect for the opinion of others; recognition of the importance of physical exercises for the harmonious development of the body and the maintenance of good health.

PERU. There are basic programs for each level with general objectives; however, they do not always meet the special needs of the environment. There is a marked tendency toward sport championships which take up much of the time of the teachers (2 hours per week).

PHILIPPINES. Physical fitness; social growth; skill development; spirit of sportsmanship; and respect for the rights of others.

SOUTH AFRICA. To provide opportunity for learning and participating in movement. The extent to which and the way in which it is offered or applied should: enrich and extend movement experiences and vocabulary; assist with physical development and maintenance of state of well-being; assist with emotional and social development; assist with mental and cultural development of the child. (There is sometimes a lack of insight and vision among teachers in obtaining the above aim; their immediate objective is often merely to teach the activity.)

SPAIN. To maintain health and improve the race; to give the young joy and zest for life, in addition to physical, moral, and psychological balance; to strengthen the mind, develop a community spirit, improve social relations, and develop sensitivity to creative activity.

SWEDEN. To achieve all-round body development; to improve general ability of work, techniques, and economic and esthetic way of work; to develop team spirit, leadership, self-discipline, willingness to help, and an understanding of physical education as a basic need of life.

SWITZERLAND. Education in sports and education through sports; development of joy of life, vitality, agility, liveliness and perseverance; good health; good attitudes.

THAILAND. To develop boys and girls physically, mentally, morally, socially, and emotionally.

TURKEY. To contribute to the physical and mental development of students; to protect health; to develop habits that will help students in their social judgments; to prevent defects.

UNITED ARAB REPUBLIC. Physical fitness; health; motor abilities; citizenship; recreational interests and ski

UNITED STATES OF AMERICA. The general objectives are (1) to develop and maintain maximum physical efficienc (2) to develop useful physical skills, (3) to act in socially useful ways, and (4) to enjoy wholesome physi cal recreation.

VIET-NAM. Recreational interests and skills; good heal

YUGOSLAVIA. To develop permanent interest and need for active engagement in physical education; to develop in terest in sports activities in selected branches of physical education.

AFGHANISTAN. We lack adequate playing areas and gymnasiums; equipment; and trained physical education teachers, particularly women.

ARGENTINE REPUBLIC. We lack physical plant, teaching materials, and trained teachers (considerable effort is being made to remedy this situation). There is insufficient physical education at the primary school level (to 12 years of age). There is great need for national awareness of the value of physical education as a means of improving the quality of the population.

AUSTRIA. More facilities are needed for the primary schools (especially in the poor communities). Indoor swimming pools should be built in many regions. There is not enough understanding of the problems of health and physical education.

BELGIUM. The present staff is insufficient; curriculums need revision; and there is need for development of equipment. How can we better utilize physical education and sports as a means for lifelong education and to assure wise use of leisure time?

BOLIVIA. Material problems of all kinds, such as construction of gymnasiums and sports fields and purchase of equipment are important. We have concern for the hygiene and health of poverty-ridden youth (campaign against hunger). There must be supplementary programs of physical education to meet the needs of the country.

BRAZIL. There must be better understanding of physical education by educational authorities and by the directors of private schools, who have never been interested in physical education and want to avoid expenses. Regional centers for physical education, for primary, intermediate and secondary schools, should be established under the direction of professors of physical education, so that compulsory practice could be controlled. There should be better centralization in a government agency directing physical education and sports.

BURMA. We need to have physical education programs reintroduced in the country.

CAMBODIA. We are short of physical education equipment, covered halls to use during rainfalls, shower facilities, and locker rooms. We also lack qualified teachers. Problems include how to train sufficient number of teachers, how to equip suitable rooms and fields, and how to make full use of school health service.

CHINA, REPUBLIC OF. There was a suggestion that a physical education test should be included in secondary school entrance examinations. The Physical Education Committee of the Ministry of Education is giving this due consideration. A project of increasing physical education equipment both in elementary and secondary schools has been carried out by the Department of Education, Taiwan Province.

COLOMBIA. In primary and intermediate schools, the problems are to increase and improve teacher training so that official programs can be fully implemented and to provide equipment for all the schools. In secondary schools, the problem is to train teachers in sufficient number to meet the increasing demand. We lack gymnasiums

sports facilities, and textbooks to implement current programs. There is lack of governmental financial support for extension programs in the various communities.

CONGO - LEOPOLDVILLE. We lack equipment. Our teachers should be promoted to a higher grade.

CYPRUS (GREEK COMMUNITY). There is need for more playgrounds, more equipment, more physical education supervisors, more swimming pools, and more gymnasiums. For all types of schools, there are financial problems.

CYPRUS (TURKISH COMMUNITY). The financial problem has to be solved. Indoors, we need gymnastic halls, equipment, and swimming pools. Outdoors, we need playing fields.

DENMARK. We would like to schedule more lessons to achieve the ideal of one per day. There is need for more physical education teachers, and more teachers with further training in physical education. We lack sufficient swimming facilities.

DOMINICAN REPUBLIC. Major problems to be overcome are that the schools in our country do not have any gymnasiums at all and do not have any installations for sports. For basketball and volleyball there are about ten playfields or courts.

ECUADOR. A good program is in direct proportion to the facilities and funds at its disposal; a major problem area is finance. Moral and religious prejudices have brought about a considerable lag in our physical education development; fortunately, we are solving this problem. It is indispensable to unify ideas, doctrine, principles, and methods and to train the young teachers under a single program. The recreational program should be intensified.

ENGLAND. There is a shortage of specialist and nonspecialist teachers. Classes are too large (40 or 45 students, resulting in too little individual help and temporary shortage of equipment and facilities). Early maturation and precocity make it difficult to find ways to interest adolescents in some form of physical education.

FINLAND. We need still better conditions for training at schools. In big cities, we lack outdoor fields close to schools. The summer season for swimming in the lakes and sea is short; we have only eight indoor pools. More research should be conducted in the field of physical education. Physical performance examinations could be put in good use. Conditions have changed, and physical activity is no longer as comprehensive as it was. Pupils seem to be weaker, because they are using buses to go to school, watching TV at home, etc.

FRANCE. A greater number of teachers needs to be trained. Normal equipment standards have not yet been reached. In school activities, there should be better utilization of the half days devoted to sports, taking account of availability and proximity of facilities, age of pupils, degree of training of pupils, seasonal conditions, etc. In out-of-school activities, physical activities need to be organized with professional concepts (training for leisure).

GERMANY. More facilities and more teachers are needed. Because of these deficiencies, there are few physical education lessons in some elementary schools.

GREECE. More buildings, teaching facilities, and teachers of physical education are required to cover the needs in the field. The teaching hours of physical education must be increased.

HAITI. The change of concept of physical education requires a complete revision of present curriculums. Instructors need assistance in order to perfect teaching methods.

ICELAND. We lack facilities in growing towns.

INDIA. There is need for a better understanding of what physical education really is, its educational values and democratic methods. We also need more playgrounds, gymnasiums, and facilities; more capable and better teachers.

JAPAN. There is a lack of facilities, especially gymnasiums in the elementary schools. We must try to identify the extent of the skills which should be taught at the elementary school level, to clarify the relationship between health education and physical education, and to determine how to control the program of interschool athletics.

KENYA. Specialist training in specialist colleges is needed. We need more help in the form of supervisors and more money for equipment.

LUXEMBOURG. Better training for the primary school teachers, recruitment of physical education teachers with a better academic background, and improvement of social standing of teachers are major problem areas. We need more halls, fields, and facilities. There should be a larger weekly program at all school levels.

MALAYA. There is a shortage of specialist teachers in physical education and a lack of equipment and facilities. We need to establish physical education on an equal footing with "examination" subjects and the sciences. Crowded schools and the "double shift" system affect the program. There is need for better organization and supervision of physical education within school systems to ensure high standards of teaching.

MEXICO. How can we define what is meant by physical education; giving it a definition from the technical, philosophical, and pedagogical point of view? There is a lack of qualified teachers and of research workers. Research and investigation laboratories are needed to determine averages. We could use more research and documentation, particularly from countries like the United States which have done so much in the field. We need help to do away with "red tape."

NEW ZEALAND. All schools need more time scheduled for physical education. At the post-primary level, we need better facilities, especially gymnasiums.

NIGERIA. We need to train more specialist teachers in physical education and to send teachers of physical education on exchange programs in order to widen their contacts and knowledge of the teaching of physical education in other countries of the world.

NORWAY. There are not enough qualified teachers to carry out the program. Our country has a great number of small

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schools, which makes it too expensive to furnish them with the necessary facilities and equipment.

PANAMA. We lack sports fields, teachers of physical education, and equipment.

PARAGUAY. There are not enough classes per week (in primary schools, 7-13 age group) 36 classes per year, excluding rainy days; in secondary schools, from March to September, 56 classes, excluding rainy days and holidays). Suburban and rural areas lack physical education teachers and funds. The government lacks funds to hire physical education teachers for rural areas and some towns in the hinterland; as a consequence, a great number of physical education teachers are idle. There is almost complete lack of educational material and play fields, pools, etc.

PERU. Training of teachers based on a knowledge of the environment and according to modern methods. We need to evaluate the pedagogical performance of teachers and to stimulate improvements and to determine the children's abilities and establish the educational program on that basis (proposal from the Advisory Council).

PHILIPPINES. Physical education is held lightly by schools and public officials. There is lack of properly trained physical education leaders and teachers, adequate facilities, adequate equipment, and financial support.

SOUTH AFRICA. There are insufficient facilities and equipment to maintain teacher interest and achieve aims. There are not enough trained physical education teachers and selection of physical education students is not satisfactory. Physical education lacks status (no examinations). Certain principals do not have knowledge of value and dangers of subject, resulting in inadequate time, large classes, stress on competition. High authorities lack interest. Many physical education teachers make no effort to improve the situation, and there is a lack of truly inspiring teachers in training institutions. General public has not been convinced of the necessity for physical education during school hours. Public has been opposed to amount of time spent on sport after school hours.

SPAIN. There is complete lack of facilities in primary schools, a scarcity of facilities in secondary schools, and general lack of swimming pools. Improvement must be brought about, not in matter of programs, but in their implementation in schools.

SWEDEN. How do we find the best way to give both the skilled and the clumsy students what they need? How can we stimulate and encourage the leaders? (For primary teachers, demonstrations are arranged every month to show how to use the programs worked out for them.) There is a need to improve apparatus and general facilities.

SWITZERLAND. Improving facilities, improving the training of physical education teachers, and scheduling smaller classes are major problem areas. The aim is the introduction of the daily physical education lesson.

THAILAND. There is need for more qualified physical education teachers and more financial support. An organized program should be developed for the rainy season.

TURKEY. We lack indoor and outdoor facilities and there is a shortage of teachers and of professional publications.

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We need more time in the weekly schedule.

UNITED ARAB REPUBLIC. The lack of facilities and leadership, and the need for interpretation of objectives are problem areas.

UNITED STATES OF AMERICA. We need to improve the public image of physical education and develop the concept that physical education is basic preparation for living. More trained specialists are needed as resource people for the elementary schools, and there is need for additional facilities (particularly in the elementary schools).

VIET-NAM. Budget, technical personnel, and equipment are major problem areas.

YUGOSLAVIA. We lack indoor facilities, gymnasiums, swimming pools, and professional staff.

SIGNIFICANT TRENDS IN PHYSICAL EDUCATION

AFGHANISTAN. Boys are showing a keener interest (in order of preference), in soccer, volleyball, wrestling, and swimming. Girls are becoming aware of the many activities included in physical education and are interested especially in group games, learning and perfecting skills in basketball, volleyball, gymnastics, good posture, good health practices, and safety. The program for girls began in 1959 and is developing gradually. (A very limited program for girls began in 1946 but was discontinued in 1948.) There is an increasing awareness of the importance of and need for an organized program of physical education for girls throughout the country. There is also an increasing realization of the need for trained teachers, especially women, to teach physical education.

ARGENTINE REPUBLIC. More teachers are being trained and there is improvement of teaching levels. The problem of securing equipment is being solved by the local education authorities with the assistance of technicians from the General Direction of Education. Agreements to that end have been signed with the provinces of Santa Cruz, Rio Negro, Catamarca, Cordoba, Neuquen, and Jujuy.

AUSTRIA. The trend is toward achieving optimum development (no extremes) and a good performance and attitude on the part of all students. Objectives and purposes are being adapted to the age group.

BELGIUM. A new trend is to utilize games and sports as an educational method. Swedish gymnastics are generally practiced. Sports clubs and federations have only one objective - to train champions. Fortunately, medical control on sports has just been established.

BOLIVIA. Strengthening of the race through better nutrition and the constant practice of physical education. Development of a noble, elegant, and dignified attitude, with broad and wide perspectives.

BRAZIL. Decrease in gymnastics and increased emphasis on sports is occurring in the programs of intermediate and secondary schools. The cultural and technical level of physical education teachers is increasing.

BURMA. Physical education was eliminated three years ago. It is now provided only in some private missionary schools.

CAMBODIA. In primary and intermediate schools, rhythmic exercises and classical and folk dances are being emphasized. In secondary schools, the trend is toward muscle exercises (fixed and parallel bars, free-hand exercises), in addition to introduction to group sports.

CHINA, REPUBLIC OF. In 1962, a study on height and weight of the secondary school students showed unsatisfactory results. The results of a physical fitness test showed that students' physical fitness also is unsatisfactory in primary and secondary schools.

COLOMBIA. It is felt that physical education must be recognized as indispensable for the complete formation of future citizens. It must be open to all young people, without any class distinction. Teaching must be conducted according to technical standards and must aim at definite objectives, which furthermore, must be adapted to the needs, interests, and abilities of the pupils.

CONGO - LEOPOLDVILLE. In the Congo, children prefer soccer, first; folk dances, second; and track and field, third.

CYPRUS (GREEK COMMUNITY). There is increased participation in basketball, volleyball, soccer, athletics (track and field), tumbling, and swimming in the sea in summer.

CYPRUS (TURKISH COMMUNITY). In the elementary school rhythmic exercises leading to dances and folklore are emphasized. In secondary schools attention is given to group activities involving free games leading to group competitions.

DENMARK. Among the trends are: gymnastics for boys (influenced by Neils Bukh and modern training principles stressing group activities) and gymnastics for girls (influenced by Elli Björksten and modern German systems). All children must learn such working techniques as carrying, lifting, pulling, etc., and a special program of training, which might be used out of school (due to the influence of the modern mechanized world).

ECUADOR. Our physical education is essentially recreational and health-oriented, and thus emphasizes games and gymnastics. We aim at improving the average physical level of the Ecuadorian population; we are not primarily interested in sport stars or exceptional men; we aim at training the greatest possible number of Ecuadorians. We want to do away with former prejudices. The basic aim is training healthy men, and then wise men.

ENGLAND. Important trends for girls include the interest in movement, leading to modern educational gymnastics and modern dance. There is increasing interest in school athletics (track and field) and in individual rather than team sports, especially those in which boys and girls may participate together.

FINLAND. Most of the time is used for gymnastics, because of the long cold winter season and because schools have a gymnasium, although they may lack many other facilities and equipment. Schools have apparatus and it is much used. The Finns love big performances in gymnastics; for school youth there are often performances outdoors in fields and also on stages in school festivals.

FRANCE. Schools are moving toward harmonization of physical education, sports, and nature activities, among each other and with other activities. The teaching of "sport gestures" is increasing as a part of physical education lessons, as are the "snow classes" and sailing centers.

GERMANY. Trends involve attention to the pedagogical idea of wholeness, naturalness, self-activity, and spontaneous reaction; the physiological concept of interval-training and development of organic and muscle strength; and the sociological idea of group work, team spirit, social sense, and helping one another.

GREECE. Schools are constructing adequate playgrounds and gymnasiums attached to new buildings. Attempts are being made to secure one free afternoon per week for all students in school to be used for track and field events and sports.

HAITI. The trend is toward natural exercises and development of interest in activities.

ICELAND. The pupils are more interested in games than gymnastics, which we look upon as being fundamental. More dancing and rhythmics are being added to gymnastics.

INDIA. The tendency is to use command response activities, to instill a sense of "discipline." Emphasis is on coaching for excellence of performance.

JAPAN. Physical fitness has been emphasized recently. We are now trying to establish standards of physical ability and skill in each grade. Group methods are being emphasized in teaching physical education. Textbooks in health and physical education are being used at the secondary school level.

KENYA. Athletics (track and field) and games (such as netball and soccer) are being developed. A regular program of physical education instruction is being included in all schools.

LUXEMBOURG. Our country is too small to have its own methods and trends. We practice Swedish gymnastics, the so-called natural methods, and various sports.

MALAYA. Schools are guided by set syllabuses, in which content is directed to national needs and aspirations. Current programs are mainly built around major team sports, but include a few individual sports like badminton, which is national in character. Vaulting and agility (Danish gymnastics) for boys, and folk dances for girls, also form a substantial part of the physical education activities. As a common syllabus is being followed, and physical education is in its initial stages of development, there are no other observable trends.

MEXICO. At the present time, there are conflicting tendencies: a more scientific approach, following closely the natural development of man, and the training of sport technicians, with no consideration given to age or philosophical approach.

MOROCCO. Equipment (building and materials) is lacking in many schools. The lack of qualified staff in many schools continues.

NEW ZEALAND. Trends include the provision of learner-pools in primary schools (1,400 already installed); installation of playground apparatus for hanging and climbing (used freely without instruction); greater emphasis on movement, mime, dance, and fitness.

NIGERIA. The two most significant trends in physical education are the adaptation of movements to suit the general environment of the child in the primary schools (e.g., walking like elephants, standing like storks), and contrasting heavy and light movements.

PANAMA. Attempts are being made to increase and maintain health; to train men to be physically and morally able; and to achieve social aims by training the young to be members of a group.

PARAGUAY. Gymnastics occupy a dominant role (60% of the yearly classes) with functional and morphological

purposes. There is a competitive trend in sports. There is some deficiency in total sport development which requires time and facilities. Competitions are entered by self-made sportsmen or by club members who do not belong to educational entities.

PERU. There is a clear trend toward school championships. Lately, some interest has been shown in the national folklore.

PHILIPPINES. Physical fitness programs are now being implemented, for the purpose of raising the physical accomplishments of our youth, especially in athletics. It is believed that the physique of our people must be improved through systematic physical education. There is emphasis on team activities and track and field.

SOUTH AFRICA. Trends in program development include interest among women in educational dance and movement education and interest, especially among men, in gymnastics for competition. There is also interest in physical fitness. A high level committee was appointed through the efforts of the South African Association of Physical Education. Present feeling indicates a stagnant period for physical education. Public criticism is mainly against organizational faults. The Central Government Physical Education Section is now included under Adult Education; separate department has been lost.

SPAIN. Physical education for girls was totally lacking until 1938, and there are still few exponents of required physical education for girls. A voluntary program for the country may be introduced soon. Programs now offered include gymnastics of the neo-Swedish type, with typically Spanish touches (based on rhythms rooted in the Spanish tradition). Team sports are given preference, and first aid is emphasized. Also emphasized are swimming and skiing.

SWEDEN. Emphasis is being placed on recreation, development of endurance, adaptation of exersises to the individual, and stimulation of interest in physical education.

SWITZERLAND. All-round education is encouraged. For boys of advanced age, the accent is on performance-training and preparation for military service.

THAILAND. Efforts are being made to place trained physical education teachers in all provincial schools and to standardize the physical education program in all schools in Thailand. Attention is given to teaching boys and girls how to use their leisure time intelligently.

TURKEY. Rhythmic activities are included in gymnastics. Basketball and soccer are the sports emphasized.

UNITED ARAB REPUBLIC. Trends include the establishment of a Ministry for Youth Affairs. There is increasing emphasis on sports by the public, military units, institutions, factories, and rural organizations and recognition of the importance of physical education in building better citizens.

UNITED STATES OF AMERICA. Preparation of teachers for all levels is being improved. The time allotment for physical education is increasing. Emphasis is being

placed upon achievement and excellence. Physical fitness has received greater attention in recent years.

VIET-NAM. The trend is toward developing a healthy generation and a wholesome society.

YUGOSLAVIA. Physical education is a component of general education and part of individual and general standards. Physical education serves to develop the vital capacity of youth.

Completed questionnaires were received too late for inclusion from the following countries: Australia, Cameroun, Chile, Ghana, Ireland, Senegal.

RESPONDENTS

AFGHANISTAN
Abdul Wahid Etemadi
Director-General of the Department of Physical Education
Royal Afghan Ministry of Education
Kabul

ARGENTINE REPUBLIC
Ramon C. Muros
General Director, Physical Education
General Direction of Physical Education
Las Heras 2191, Federal Capital

AUSTRIA
Ferdinand Zdarsky
Ministerialrat
Bundesministerium für Unterricht
Wien 1., Minoritenplatz 5

BELGIUM
Julien Falize
Professor
State University, Liège
87, Rue Louvrex, Liège

BOLIVIA
Carlos Pozo Trigo
National Director, School Physical Education
Ministry of Education
Casilla 925, La Paz

BRAZIL
Waldemar Areno
Director, National School for Physical Education and Sports
University of Brazil
Av. Wenceslau Braz 49, Rio de Janeiro

BURMA
Daw Khin Kyi
Chief Organizer (Women's Section)
National Fitness Council
Aung San Memorial Stadium
Rangoon

CAMBODIA
Mme. Phy Thien Lay
Directrice de l'Hygiène Scolaire
Ministère de l'Education Nationale
364 Moha Vithei Preah Monivong
Phnom Penh

R E S P O N D E N T S (Cont.)

CHINA, REPUBLIC OF
Gunson Hoh
Executive Director of Physical Education Committee
Ministry of Education
11 South Chung Shan Road, Taipei, Taiwan

COLOMBIA
Numael Hernandez Mendez
Dean, Physical Education University
National Teachers' Training College - Bogotá
Calle 72/11-60 Bogotá D.E.

CONGO - LEOPOLDVILLE
Louis Kitenga
Chief of Section
Direction of Vocational Education
P.B. 33, Kalina, Leopoldville

CYPRUS (GREEK COMMUNITY)
George P. Anastassiades
Physical Education Inspector
Greek Education Office
Nicosia

CYPRUS (TURKISH COMMUNITY)
Yousouf Salih
Physical Education Adviser
Turkish Education Department
Nicosia

DENMARK
Johan Johansson
Chief Inspector of Physical Education
Ministry of Education
Frederiksholms Kanal 26, Copenhagen

DOMINICAN REPUBLIC
Rafael M. Ortiz C.
Director de la Oficina Técnica
Dirección General de Educación Física Escolar
El Conde # 106 (altos)
Santo Domingo

ECUADOR
Enrique Davile Burbano
Director of Physical Education
Ministry of Public Education
Quito

RESPONDENTS (Cont.)

ENGLAND
C. Muriel Webster
Principal
Anstey College of Physical Education
Sutton Coldfield Warwickshire

FINLAND
Irja Kärkkäinen
Headmistress of Girls' High School
The Finnish Society for Research in Sport and Physical Education
Presidentin puistok 29 B 11 Pori 8

FRANCE
Parazols
Professor of Physical Education and Sports
Centre de Documentation de l'Ecole Normale Supérieure d'Education Physique et Sportive
11 Avenue de Tremblay, Paris 12

GERMANY
Liselot Diem
Chairman of Women's Department, Sporthochschule and Bundesverband Deutscher Leibeserzieher
Köln - Müngersdorf

GREECE
Mr. Evangelos Kalfarentzos
Director of the Main Agency of Physical Education
Ministry of Education and Religion
2 Evangelistrias Street

HAÌTI
Georges Clinton
Impasse Muller 7 Bois Verna, Port au Prince

ICELAND
Thorsteinn Einarsson
Superintendent of Physical Education and Sport
Office of Education
Borgartún 7, Reykjavík

INDIA
P.M. Joseph
Principal
Lakshmibai College of Physical Education
Shaktinagar, Gwalior 2

JAPAN
Shinshiro Ebashi
Associate Professor
Faculty of Education, University of Tokyo
Motofuji-cho, Bunkyo-ku, Tokyo

R E S P O N D E N T S (Cont.)

KENYA
Mr. W.H. White
Inspector of Physical Education
Ministry of Education
P.O. Box 30426 Nairobi

LIBERIA
Sylvester J. Thomas
Director, Physical Education and Health, R.L.
Liberian Government
Bureau of Physical Education
Education Department, Monrovia

LUXEMBOURG
Robert Decker
Physical Education Teacher, Secretary of the
Association of Physical Education Teachers
Boys Secondary School, Esch-sur-Alzette
46, rue C.M. Spoo, Esch-sur-Alzette

MALAYA
Teik Lee Teoh
Senior Lecturer in Physical Education
Specialist Teachers' Training Institute
Cheras Road, Kuala Lumpur

MEXICO
Abel Valero Alatorre
Chief, Technical Office
General Direction of Physical Education
Official: Auditorio Nacional, Lomas Reforma
Private address: Regatas 383 Ref. Iztaccíhuatl

MOROCCO
Mahamed El Machrafi
Director of Cultural Affairs
Ministry of National Education
Rabat

NEW ZEALAND
Dudley R. Wells
Superintendent of Physical Education
Department of Education
Private Bag, Wellington

NIGERIA
Mary J. Edet
Education Office
Government Women's Training College, Enugu

NORWAY
Egil Frøystad
State Consultant in Physical Education
Royal Norwegian Ministry of Education
Sommerrogate 15, Oslo-Dep.

RESPONDENTS (Cont.)

PANAMA
Carlos M. Pretelt
National Director, Physical Education
Department of Physical Education
Calle 6ª No. 3-48 Altos

PARAGUAY
Oilda Domínguez
Supervisor, Physical Education in Primary Schools
Ministry of Education and Culture
Chile No. 849, Asunción

PERU
Jorge Philipps Lazarte and
Josefa Lora de Riveyro
President and Vice-President of Advisory Council of Physical Fitness
Avda. 28 de Julio - 1933 Dpto. 201 Lima

PHILIPPINES
Candido C. Bartolomé
Physical Director, University of the Philippines
Diliman, Quezon City

SOUTH AFRICA
Isabelle Nel
Senior Lecturer, Department of Physical Education
University Stellenbosch

SPAIN
Maria de Miranda de Huelin
National Advisor on Physical Education for Women and Assistant Inspector of Girls' University Physical Education
Ministerio de Educatión Nacional y S. Feminina
Narvaez, 24 Madrid - 9

SWEDEN
Klas Thoresson
Director of Gymnastica
Royal Gymnastic Central Institution
Stockholm

SWITZERLAND
E. Hirt
Director, Swiss Federal School of Gymnastics and Sports
Magglingen

THAILAND
Kong Visudharomn
Director-General, Physical Education Departmen
National Stadium, Rama 1 Road, Bangkok

TURKEY
Mrs. Zehra Alagöz
Professor of Physical Education
Gazi Teachers' College
Hale Sokak 15, Maltepe, Ankara

R E S P O N D E N T S (Cont.)

UNITED ARAB REPUBLIC
Osman Fahmi Tawfik
Inspector of Physical Education
Department of Youth Welfare, Ministry of Education
10 Koudsy Street, Koubbah Gardens, Cairo

UNITED STATES OF AMERICA
Harold K. Jack
Director of Health, Physical Education, and Recreation
Temple University
Philadelphia, Pennsylvania

VIET-NAM
Huynh Thi Đoc
Physical Education Instructress
Directorate General of Youth
117, Tong Doc Phuong St. Saigon (Cholon)

YUGOSLAVIA
Miro A. Mihovilović
Professor, High School for Physical Culture
Zagreb, Kačićeva 23

ICHPER Physical Education Questionnaire in Cooperation with UNESCO

INTERNATIONAL COUNCIL ON HEALTH, PHYSICAL EDUCATION, AND RECREATION
1201 16th St., N. W., Washington 6, D. C.

An International Member of the
WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION

Part I Physical Education and Games in the Curriculum

This section of the questionnaire is designed to gather information on the organized programs of physical education and games provided for children and youth in the primary schools, intermediate schools, and secondary schools in your country.

It may be necessary to continue your comments on additional pages in some instances. When this is done, please number them carefully to correspond with the questionnaire.

Your answers to the questions are most important. However, if printed or published materials providing detailed information are available, it would be appreciated if you will send these materials also.

_____

Person Completing this Questionnaire Section

Name _____

Title _____

Institution or Agency _____

Address _____

Country _____

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An International Member of the World Confederation of Organizations of the Teaching Profession

A. Is physical education a regular part of the school program?

	Yes	No
(1) Primary Schools (for children 6–9 years of age)	___	___
(2) Intermediate Schools (10–12 years of age)	___	___
(3) *Secondary Schools* (13 years of age and older)	___	___

B. If physical education is offered in your school program, check the following. If not, omit B and go to question C.

	Primary Schools		Intermediate Schools		Secondary Schools	
	Yes	No	Yes	No	Yes	No
(4) is a program offered for boys?						
(5) is a program offered for girls?						
(6) are boys and girls taught in the same classes?						
all of the time?						
some of the time?						
(7) are boys and girls taught by the same instructor?						
(8) are physical performance examinations given?						
are these developed by individual teachers?						
by school authorities?						
by a governmental agency?						
(9) is a syllabus used by teachers?						
is it developed by the individual teacher?						
by school authorities?						
by a governmental agency?						

C. What is the average number of minutes devoted to physical education classes each week?

Primary Schools_____ Intermediate Schools_____ Secondary Schools_____

D. How many separate lessons in physical education are given during each week?

Primary Schools_____ Intermediate Schools_____ Secondary Schools_____

(If the program varies in minutes and in periods from week to week or month to month, explain.)

E. Physical Education Facilities

(10) Check the school and community facilities used for physical education classes.

FACILITIES	SCHOOL						COMMUNITY					
	Primary		Intermediate		Secondary		Primary		Intermediate		Secondary	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Indoor Gymnasium												
Playrooms												
Swimming Facilities												
Others (specify)												
Outdoor All Weather Surface Play Areas												
Ice Rinks												
Parks (commons)												
Playing Fields												
Ski Slopes												
Swimming Facilities												
Others (specify)												

F. List the activities which are usually included in the physical education program for:

(1) boys and girls in the primary schools.

(2) boys and girls in the intermediate schools.

(3) boys and girls in the secondary schools.

G. List four or five major objectives or purposes of physical education in your country, specifying differences, if any, for the primary schools, intermediate schools, and secondary schools.

H. Describe briefly the sports and games program organized, sponsored, and conducted by the school outside of school hours for boys and girls in the primary schools, intermediate schools, and secondary schools.

I. Describe briefly the two or three most significant trends in physical education in your country.

J. What are three or four major problems to be overcome in physical education, if programs are to be improved, in the primary schools, intermediate schools, and secondary schools in your country?

Please return this Questionnaire by January 31, 1963, to:

Dr. Carl A. Troester, Secretary General
International Council on Health, Physical Education, and Recreation
1201 Sixteenth Street, N.W.
Washington 6, D.C., U.S.A.

THANK YOU FOR YOUR COOPERATION

REPORTS OF THE ICHPER PHYSICAL EDUCATION QUESTIONNAIRE

Part I. PHYSICAL EDUCATION AND GAMES IN THE CURRICULUM

A summary of the physical education activities provided for primary, intermediate, and secondary schools, including time devoted to the program, facilities, and after-school programs. Outlined for each country are the major purposes of physical education, the most significant trends, and important problems to be overcome to improve programs of physical education.

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